

Xavier University

Counseling Practicum Handbook

**COUN 773
Counseling Practicum**



**XAVIER
UNIVERSITY**

Department of Counseling

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Updated Fall 2022

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Dear Student,

This handbook is designed to familiarize you with the content, required forms, procedures, and the expectations for COUN 773, Counseling Practicum. The Counseling Practicum course is designed as a University supervised experience that meets regularly according to the schedules you will see on the enclosed sample syllabi. While you will be expected to work with *actual* clients seeking counseling assistance, this course differs from the 600 clock hour internship requirements in the program. *The basic purpose of practicum is to help students learn foundational and advanced counseling skills under the primary supervision of Xavier Faculty in cooperation with the site supervisor. The basic purpose of internship is to help students learn the full range of services and duties at a selected site under the primary supervision of a site based supervisor.*

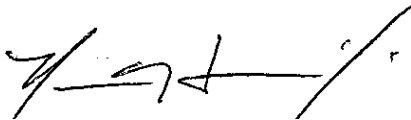
Required pre-requisites for enrolling in these courses include, at minimum and with no exceptions, satisfactory completion of the following courses or their equivalent:

COUN 533 Counseling Theories and Techniques
COUN 536 Group Process
COUN 579 Psychological & Achievement Tests
COUN 631 Counseling Issues & Ethics
COUN 669 Counseling Pre-Practicum

Also, you will note from the enclosed syllabus, the workload for this course is *significant*. Students are strongly encouraged to limit their enrollment in other program courses while involved with COUN 773.

The practicum experience is an important process by which students begin to directly apply their counseling skills. The learning that occurs from such courses is excellent preparation for the integrative internship and later practice as a professional counselor. We wish you well!

Sincerely,



Dr. Norm Townsel, PCC-S, NCC
Clinical Coordinator

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6 Steps to Starting Practicum with Xavier University

1. The semester prior to starting practicum, select a practicum site and site supervisor.
 - a. **Mental Health Counseling Practicum Site:** An agency, hospital or entity where a student can practice basic assessment skills, individual counseling, and group counseling under supervision.
 - b. **School Counseling Practicum Site:** A school where a student can practice individual counseling, group counseling, and classroom guidance.
 - c. **Site Supervisor:** Holds a minimum of a Master's degree in counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses. Has a minimum of two years experience school or mental health counseling and has relevant training in supervision. Qualified site supervisors include, but are not limited to School Counselor, Professional Clinical Counselor, Professional Counselor, Independent Social Worker, Master level Social Worker, Psychologist, School Psychologist, Psychiatrist, Psychiatric Nurse, Independent Chemical Dependency Counselor, Certified Pastoral Counselor or Licensed Rehabilitation Counselor. As an example, an unlicensed minister would not qualify as a site supervisor.
2. Establish your username and log-in credentials in the Tevera Digital Document Management System. Through Tevera, you may provide your site supervisor with an Affiliation Agreement, Mid-term evaluation, Final evaluation, Xavier Informed Consent Form, and the Authorization for Release of Information Form. You should also provide them a copy of your semester schedule.
3. Request that your site supervisor also establish log-in credentials with Tevera. This will allow them to view and sign the Affiliation Agreement, preferably before the first class session but no later than the second class meeting for Practicum.
4. Plan your semester to be present at all class sessions. If a student is planning an extended vacation; anticipates extended family leave or has other obligations during a practicum, she or he may need to postpone practicum until her or his availability stabilizes.
5. Upon meeting your Xavier supervisor, sign and date a Xavier supervisory agreement by the third class meeting.
6. Notify your Practicum Instructor of any changes or issues with your practicum site immediately.
7. ***If you intend to change supervisors after starting your practicum or internship experiences, you will need to notify Dr. Townsel and have prior approval.***

General Requirements/Course Formats

Pre-Practicum

All students are required to participate in the COUN 669 Pre-Practicum course prior to taking Practicum COUN 773. The Pre-practicum class is an experiential, supervised experience in counseling through practical exercises and role-played scenarios that focus on basic counseling skills such as reflecting feelings, constructing influencing responses and non-verbal techniques in counseling. Students will be expected to evaluate their own and peers' learning and improvement through self-reflection and peer critique exercises.

Practicum

The Ohio Counselor, Social Worker and Marriage and Family Therapist Board (OCSWMFTB), the Kentucky Counseling Board (KCB), The Ohio Department of Education (ODE), and The Council for Accreditation Counseling and Related Educational Programs (CACREP), all require that students successfully complete supervised practicum experiences that total a minimum of 100 clock hours as follows:

- 40 hours of direct service with clients, including experience in individual counseling and group work. *10 of the 40 hours must be in group counseling (OCSWMFT Board).*
- Weekly interaction (with an average of one hour per week of individual and/or triadic supervision which occurs regularly over the semester) with an appropriate faculty *or site* supervisor.
- An average of one and one half hours per week of small group supervision that is provided on a regular schedule over the semester by the appropriate Xavier faculty member.
- Evaluation of the student's performance throughout the practicum including a formal evaluation after student completion of the experience.

Counseling Practicum is structured to provide experiences in several major areas:

- First, students will develop and enhance individual and group counseling skills via direct counseling with clients.
- Second, students will demonstrate their work through the presentation of audio recorded, *video recorded or live observation of sessions* with their clients. Such electronic or digital recording of these sessions permits faculty and peer critique of the student's counseling skills and contributes to the learning of fellow students.
- Third, while students will experience large group instruction on course topics, they will primarily encounter direct supervision via participation in a small group with fellow students. Each small group will be supervised by an appropriately credentialed faculty member.
- It is important to note that the satisfactory development of counseling skills is but one aspect of student evaluation. Another is the student's openness to supervision and active participation in this learning experience.

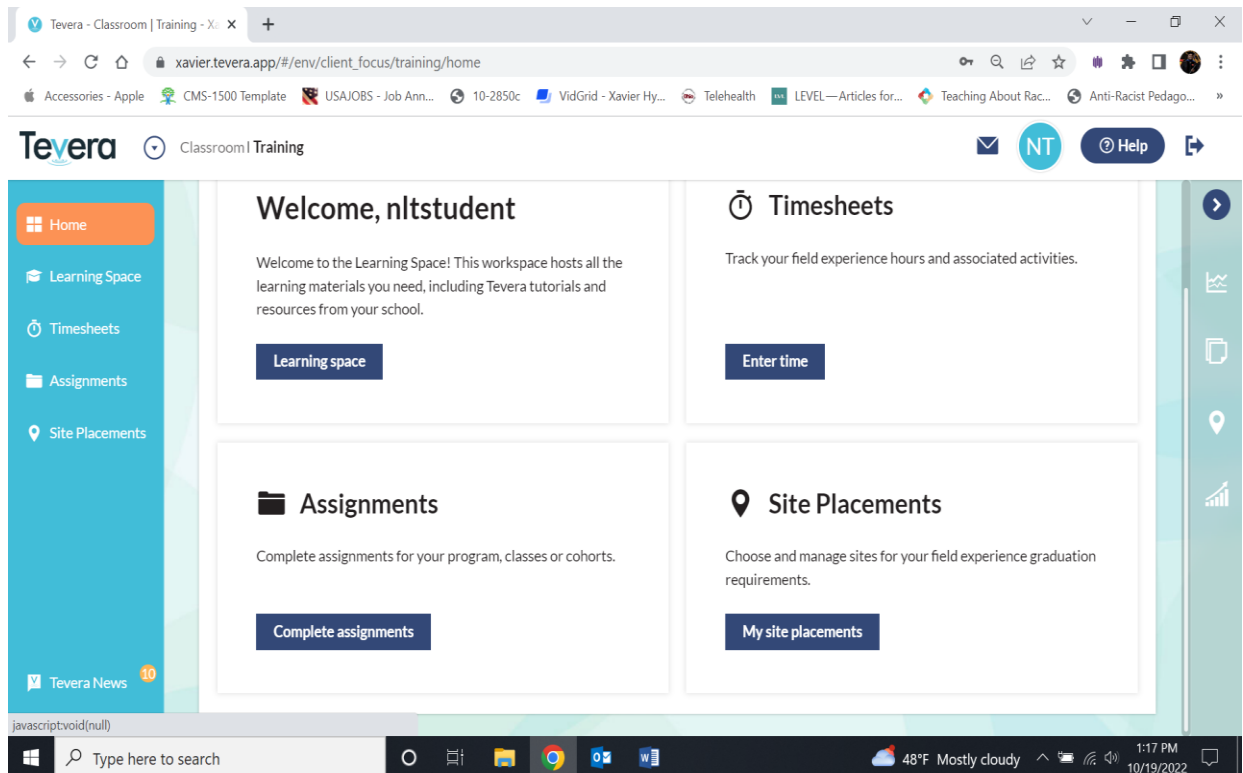
Tevera Digital Documentation System

I. Introduction

The Tevera system is used to manage the majority of the documentation required for successful completion of the Practicum experience. As a Pre-Practicum student, you will acquire access to the system, and by the end of the semester, you should be ready to activate your account and input your Site placement information. The Clinical Coordinator will be your primary contact for the responsibilities.

II. The Home Page

The Home page gives you access to the four primary tabs in Tevera:



- **The Learning Space** – this space houses the tutorials and articles you will need to learn how to fully navigate the Tevera environment. *This is where your introduction to the system should start!*
- **Timesheets** – This tab houses your Practicum log and is the space where you will record direct, indirect, and supervision hours. Refer to the tutorials in the *Learning Space* to manage this function efficiently.
- **Assignments** – This tab houses the assignments you will need to complete during Practicum. Refer to the *Learning Space* for the tutorial on how to efficiently manage your assignment responsibilities.
- **Site Placements** – This tab allows you to establish your site and your Site Supervisor in the Tevera system. Tevera will route the necessary documents to your Site Supervisor and other reviewers for completion, review, or signature throughout the semester. The

Clinical Coordinator will assist you in the initial set-up of your site placement during Pre-Practicum or Practicum, depending upon your readiness to move forward. The primary documentation needed for this step includes:

- Documentation of individual liability insurance coverage*
- Criminal background check (completed offline)
- Assumption of Risk and Release Agreement
- CT Licensure (if applicable)

Once a site and supervisor are selected, the following will be forwarded by the Tevera system to your Site Supervisor for completion:

- Site Information Form
- Site Supervisor Information Form
- Affiliation Agreement

Please keep in mind that although the Clinical Coordinator is your Xavier contact for issues involving Tevera, the primary expertise for managing problems resides with the **Tevera Help Team**. Their services can be accessed through the **Help Button** at the top right of the page and should be your first option for problems you may experience with the system

****The Tevera system will NOT allow you to move forward in establishing your site until your liability insurance information is entered in the system.***

Summer Practicum Schedules

In order to meet the time demands and requirements necessary for COUN 669 Pre-Practicum and 773 Practicum courses, both will meet during the summer term.

Students in the School Counseling Program are advised that K-12 schedules usually end the first week of June, therefore it may be difficult to obtain a school site for summer term.

Finger-Printing/Background Checks

Prior to beginning your Practicum placement, you must complete both the BCI and FBI criminal records checks and have the results sent directly to either the CSWMFT Board or the Ohio Department of Education by BCI&I (Ohio Bureau of Criminal Identification and Investigation). You can get this done at the XUPD building for minimal cost.

By law, the CSWMFT Board cannot complete the processing of your Counselor Trainee (CT) application until it receives both the BCI and FBI background checks. **DO THIS EARLY** because it will take time to have it sent to the board.

Counselor Trainee Licensure:

Clinical counseling students have the right to apply for counselor trainee license and at times are required to do so by the practicum site.

If you are seeking this license, you will be required to:

- 1. Create your account** at www.elicense.ohio.gov and log in to apply for counselor trainee.
- 2. Upload Proof of Enrollment** in a master's or doctoral-level practicum or internship showing the state and end dates of the academic term(s): You will upload proof of enrollment with your counselor trainee initial application.
- 3. Complete Criminal Records Check:** For your initial CT Status you must complete both the BCI and FBI criminal records checks and have the results sent directly to the Board by BCI&I (Ohio Bureau of Criminal Identification and Investigation). By law, the Board cannot complete the processing of your application until it receives both the BCI and FBI background checks.
- 4. Supervisor Credentials:** For those seeking CT status, the supervisor must be a Professional Clinical Counselor with Supervision endorsement (LPCC-S). Xavier University supervisors will not hold liability for billable services off site. Questions regarding the need to apply for CT status should be directed toward your practicum instructor or Dr. Townsel
- 5. OCSWMFT CT Guidance:** The Board recommends that applicants submit the Trainee Registration application at least 30-45 days prior to the start of the term when the Trainee Registration needs to be active. To apply for the Trainee status, you must create an eLicense account in order to submit the application online. While applying for Trainee status, you will also be required to upload proof of enrollment, which confirms that you are enrolled in a field education internship/practicum course (***you can obtain the proof of enrollment letter from the Clinical Coordinator***). To avoid a potential delay in the processing of your application, please review the detailed information that is specific to your Trainee

Registration application and submit the appropriate documentation as instructed. Information and instructions regarding applying for the Trainee status for each of the professions can be found on our website by clicking the appropriate link provided below. To apply for Counselor Trainee Status:

<https://cswmft.ohio.gov/get-licensed/counselors/CT-license-instructions>

Detailed information and instructions regarding how to submit your BCI and FBI background check results can be found on our website by clicking the following link:

<https://cswmft.ohio.gov/get-licensed/licensing-resources/BCI%20and%20FBI%20Background%20Checks>

Client Case Load

Xavier students ought to pace themselves over the course of the semester regarding numbers of clients in a given week. On average, students will see 3-4 clients per week in a community setting and 4-5 clients per week in a school setting. On average, sessions in a community based setting last 45-50 minutes, while sessions in a school setting last 25-30 minutes.

Students should not begin counseling with clients prior to the beginning of the Practicum course.

However, it is highly advisable that suitable clients be identified in advance so that students can meet the assigned deadlines during the semester.

Liability Insurance

Students must carry their own professional liability insurance. By joining the American Counseling Association www.counseling.org and The American School Counselor Association www.schoolcounselor you will receive liability insurance with your membership.

Ethical Considerations

Students are strongly reminded of the necessity of strict adherence to ethical behaviors while involved in the practicum courses. In particular:

- Do no harm.
- Avoid dual relationships in all counseling activities.
- Full and complete disclosure about the counseling process for these courses must be provided to the client (see the required disclosure/consent form on the following page).
- Confidentiality must be appropriately maintained at all times. This includes the professional care of records, whether written or electronic. Clients must be made aware of the circumstances under which confidentiality may be broken prior to the beginning of the counseling session. Please also be sure to let the client know that confidentiality is *limited* in this experience in that your professor and fellow supervision group members may hear or view the electronically recorded sessions for instructional purposes.

- Signed parent/guardian consent *must* also be obtained whenever clients are under the age the age of eighteen.
- In *any* instance where a student is concerned about the welfare of a client or feels an ethical/legal issue is in question, the student is to *immediately* contact the Xavier faculty member for consultation.

Xavier University

Department of Counseling

Course Title:	Counseling Practicum
Course Number:	COUN 773
Credit Hours:	3
Semester:	Fall 2022
Day and Time:	Mondays 7:00-9:30pm
Class Location:	Hailstones 100X
Instructor:	Dr. Norm Townsel Professor Carolyn Moore
Office/Phone:	Cell: 513-745-3267
E-mail address:	townseln@xavier.edu
Office Hours:	By appointment

Supervisors:

Amy Beal (tabj4419@isoc.net)

Tonya Schaeffer (tschaeffer@hoperestoredcounseling.com)

Michael Johnson (johmc09@gmail.com)

Sherrita Thornton (rita@lifespringscounseling.org)

Karla Tolbert (karla@livinghopecs.com)

Jeff Rhein (rheinj@xavier.edu)

COURSE DESCRIPTION:

This practicum experience involves completing recorded interviews with bona fide clients and producing appropriate client reports and student self-evaluation forms. Note: all students are expected to have COUN 533, COUN 536, COUN 631, COUN 579, COUN 669 successfully completed *prior* to enrolling in COUN 773. Students in COUN 773 must carry liability insurance purchased through the University. Students must complete a total of 40 clock hours of counseling sessions with approximately four clients, 8 hours of which must be recorded on CD or other device for supervisor review. Students will also be expected to lead a group counseling experience. Progress notes on the other sessions are due on a regular basis.

COURSE OBJECTIVES:

Code key (G= General Core Standards; C=Clinical Mental Health Counseling Standards; S=School Counseling Standards)

1. Students will learn strategies for personal and professional self-evaluation and implications for practice (G.1.k)
 - a. *Assessed through reflection team discussions and final evaluation with course instructor and on-campus supervisor*
2. Students will understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies (G.5.m)
 - *Assessed through small group supervision and through practice and role play of suicide assessment*

3. Student will demonstrate multicultural competencies and appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (G.2.d)
 - *Assessed through supervision of on-site counseling session, oral and written feedback on off-site digital recordings of counseling sessions, reflection team discussions and evaluation of clinical documentation*
4. Student will apply record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (C.2.m)
 - *Assessed through weekly oral and written feedback on clinical documentation, final evaluation with course instructor and on-campus supervisor*
5. Student will understand the role of counseling supervision in the profession (G.1.m)
 - *Assessed through reflection team discussions and final evaluation with course instructor and on-campus supervisor*
6. Student will understand counselor characteristics and behaviors that influence helping processes (G.5.f)
 - *Assessed through small group supervision and through oral and written feedback on off-site digital recordings of counseling sessions*
7. Student will understand essential interviewing, counseling and case conceptualization skills (G.5.g)
 - *Assessed through practice of empathy responding and interventive interviewing skills during live supervision sessions, reflection team discussions, demonstration in reflection team process of live supervision, small group supervision, oral and written feedback on off-site digital recordings of counseling sessions and through final evaluation with course instructor and on-campus supervisor*
8. Student will understand counseling theories and models of counseling (G.5.a)
 - *Assessed through group discussion and practice session in class, demonstration in reflection team process of live supervision, oral and written feedback on off-site digital recordings of counseling sessions, and through final evaluation with course instructor and on-campus supervisor*
9. Student will understand the theoretical foundations of group counseling and group work (G.6.a), the dynamics associated with group process and development (G.6.b), therapeutic factors and how they contribute to group effectiveness (G.6.c) and the characteristics and functions of effective group leaders (G.6.d)
 - *Assessed through evaluation by site supervisor*
10. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (G.6.h)
 - *Assessed through site supervisor evaluation and review of log of hours*
11. Student will demonstrate the ability to construct developmentally relevant counseling treatment or intervention plans (G.5.h)
 - *Assessed through group discussion and practice session in class, demonstration in reflection team process of live supervision, weekly review of clinical documentation and through final evaluation with course instructor and on-campus supervisor*
12. Student will understand the development of measurable outcomes for clients (G.5.i)
 - *Assessed through weekly review of clinical documentation and final evaluation with course instructor and on-campus supervisor*

DETAILED EXPLANATION OF MINIMUM REQUIREMENTS:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term.
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. The practicum experience will include group counseling.
- Individual or triadic supervision will occur one hour per week during the practicum.
- Group supervision will occur at 1.5 hours per week over the course of the practicum.
- Formative and summative evaluations of the student's counseling performance.

REQUIRED TEXT:

No text is required for this course

INSTRUCTIONAL METHODS AND ACTIVITIES:

Students will participate in individual and small group (1 training supervisor: 4 student ratio), and large group learning activities throughout the semester under the direction of the faculty and training supervisors. Individual supervision with the lead instructor is conducted on a case by case basis. The laboratory for this course is the identified site whereby counseling services will take place under supervision.

ASSIGNMENTS/EXAMINATIONS:

Students must demonstrate basic active listening skills in role play scenarios to advance in this course. Failure to successfully demonstrate active listening skills as outlined in Cormier, Nurius & Osborn may result in a recommendation to repeat the course the following semester.

Students are required to:

Signature Assignment:

1. **Video Submissions** – Five individual counseling session recordings are required for submission. These sessions must be video recordings (In case of school policy precluding video recording, arrangements must be made by the student with the supervisor and professor). One *in vivo* session will also be required as part of a live-supervision session as either a member of a reflecting team or as a counselor trainee.

Client Record-Students will turn in a complete client record to document the treatment for this client. The client record will be reviewed by their Xavier supervisor and modifications made as suggested by the supervisor. This is a time to “shine” with your documentation and every step should be made to make this record the best it can be. The signature assignment will be graded on the quality of the clinical record and based on the following rubric:

Met	Partially Met	Not Met
Student completes 5 digital recordings demonstrating essential interviewing and counseling skills including appropriate structure, accurate empathy responding, paraphrasing, and session summaries.	The student completes 5 digital recordings and inconsistently demonstrates essential interviewing and counseling skills including appropriate structure, accurate empathy responding, paraphrasing, and session summaries.	Less than 5 digital recordings were completed. Difficulty demonstrating essential interviewing and counseling skills including appropriate structure, accurate empathy responding, paraphrasing, and session summaries.
The clinical record includes all required documentation and is submitted to the supervisor in a timely manner.	Progress notes do not accurately reflect the number of sessions and/or other essential	Major elements are missing from the clinical record. Clinical documentation is consistently turned in late.

	documentation is inaccurate. Timeliness of submitted work is an issue.	
Writing is professional and includes signature and credentials of clinician.	The record does not reflect professional writing and includes signature and credentials of clinician.	Missing signature or credentials on treatment plan or progress notes.
The writing clearly demonstrates the counselor interventions and client responses.	Inconsistent documentation of counselor interventions and client responses to interventions.	Counselor interventions and client responses are poorly documented and/or absent from progress notes.
A treatment plan is included and progress notes clearly demonstrate that the session focused on the goals identified in the treatment plan. Clear distinction is made between outcome and process goals.	Treatment goals are unclear and/or not written in behavioral observable terms. Either outcome or process goals are stated but not both.	Major elements of the treatment plan are missing. Treatment goals poorly integrated in session. Indication that the clinician does not understand process and outcome goals. Treatment plan is not signed by clinician or dated.

*A note about the clinical charts:

All charts are destroyed 14 days following the official end of the semester.

Required Assignments:

1. **Class Attendance and Participation (20%)** – Class members are expected to attend all classes and supervisory meetings. Additional assignments will be required of any student who misses two or more classes/supervision sessions. Assignments will be determined on an individual basis. Missing more than two classes may result in a failing grade. Class members must participate in all class activities and discussions. 10% of this assignment is directly linked to your engagement as either a counselor, reflector or participant in role plays. Students who choose not to engage in any of these experiences should not expect to get the 10% of this grade.
2. **Signature Assignment**
-Video Submissions (20%)
-Client Record (20%)
3. **Timeliness (20%)** -Students are required to have available all charts each week during supervision meetings. In not doing so, students should expect to lose all points in this category. All videos are due on the date indicated in the syllabus, not on the day you plan to review them.
4. **Case Presentation/Supervision Group Participation (20%)** – All class members are required to present current client cases and situations to their supervisory group and to review their videos with the group. Discussion of the case, counseling interventions and/or strategies will be discussed. Students are expected to be open to supervisor feedback because this is an integral part of the learning process.
5. **Direct Client Contact** – Each class member will complete 100 total hours at their practicum

site. 40 hours need to be direct client contact (minimum of 30 hours individual, 10 hours group). Each individual client will have a client record that includes a formal Treatment Plan and Termination Report as well as Progress notes. Each group session will have a Group Progress Note. Files must be kept confidential and secured at all times by the student. Every client must have a completed Xavier University Informed Consent before any counseling occurs and a Practicum Affiliation Agreement must be on file for each facility where sessions occur. Per the OCSWMFT Board and ODE, direct service is face to face contact with clients. To complete this class you need to complete the hours identified and receive a satisfactory final evaluation from your site supervisor.

Xavier University Grading Scale:

100 - 93 = A	77 - 73 = C
92 - 90 = A-	72 - 70 = C-
89 - 88 = B+	
87 - 83 = B	
82 - 80 = B-	
79 - 78 = C+	< 70 = F

Client care

1. Develop basic and advancing counseling skills as continuation of Pre-Practicum.
2. Demonstrate competence utilizing basic and advancing counseling skills in both role play and through recorded sessions with clients.
3. Develop competence in problem identification, goal setting and evaluating goals.
4. When necessary, offer appropriate referrals for clients by following standards for care prescribed through university, agency or school policy.
5. Develop competence documenting client sessions through progress notes and formal assessments. Manage a client file including all necessary forms (e.g. informed consent, release of information, outcome results).
6. Practice counseling within the guidelines of the American Counseling Association code of Ethics and/ or the American School Counseling Association Code of Ethics and the State of Ohio or Kentucky Code of Ethics for professional counselors.

Counselor Supervision and Development

1. Develop a supervision agreement with a counseling supervisor appointed by the university.
2. Identify a work supervisor (site supervisor) who can assist with client emergencies and provide additional assistance at a practicum site as needed.
3. Participate in both informal and formal evaluation processes in the university setting and the practicum site (when appropriate).
4. Continue to receive feedback and apply feedback from a supervisor in counseling work with clients, peers and colleagues.
5. Critique of student work usually includes identification of strengths and areas for improvement. Students shall tolerate critique of their work. Supervisors shall provide critique in a direct and respectful voice.
6. Inform your university supervisor immediately of any risk issues with a client. This includes, but is not limited to concerns for client safety, suicidal risk, homicidal risk, suspicion of child or elder abuse, drug abuse, and risk to commit a felony offense.
7. Inform your university supervisor immediately if you believe you may have crossed a boundary with a client or violated an ethical code. All boundary crossings and boundary violations are managed by the instructor on a case by case basis.
8. Differentiate between supervisor directives and supervisor suggestions. A directive may include the phrase “in the next session, I need you to...” while a suggestion may be characterized by “in the next session, you may want to try this approach...”
9. Provide timely, accurate and complete documentation to a supervisor for review. All progress notes and documentation of client contact must be signed by a university supervisor.

10. Learn to self-evaluate during the counseling process. Self-evaluation is a component of supervision that is connected to the philosophy of the reflective practitioner. The Xavier University Department of School and Community Counseling believes reflective practitioners compliment the pursuit of excellence in training and education characteristic of the university. Students shall also plan adequate personal time for rest and relaxation during the semester. A successful practicum experience usually involves good planning.

Liability

All students practice counseling in practicum under the umbrella supervision of the instructor. This means the instructor holds legal liability for student work. At the same time practicum is aimed at student growth and development, it is also a gatekeeping process for the profession. Students that demonstrate impairment through emotional instability, mental illness, substance abuse, other addictions, or unethical behavior may be asked to terminate their practicum.

Complaints

All clients have the right to follow a formal complaint process. This includes complaint processes already in place at a school or agency as well as contacting the Practicum Instructor at Xavier University.

All students have the right to follow the formal complaint process found in the student handbook.

All site supervisors have a duty to report any concerns about Xavier supervisees to the University instructor.

ATTENDANCE POLICY:

Graduate students are training to be professional helpers responsible for the welfare of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

Attendance at all scheduled practicum sessions is mandatory. Students must understand faculty carry legal liability for all clients seen by students in this course. Therefore, scheduling vacations, weddings, and other self-selected events during scheduled classes is considered unacceptable. Students who have multiple obligations other than Praxis exams ought to consider withdrawing and taking the course at a later date. A student who misses 2 classes or more in a semester will be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Reduction of a full letter grade.
- Any other action deemed appropriate by the instructor.

Schedule

Date	Content	DUE
Aug 22	<ul style="list-style-type: none"> ▪ Introduction ▪ Course requirements, Paperwork ▪ Supervision Model, Practices and Processes: Supervisor/Supervisee Role in class ▪ Supervision Contract ▪ Expectations ▪ Philosophy of Counseling 	
Aug 29	<ul style="list-style-type: none"> ▪ Communication: Content, Thinking, Feeling, ▪ Levels of Empathy, MVE, Constructionist Concepts, ▪ Structure of First Session/ongoing sessions ▪ Establishing a relationship ▪ Use of questions ▪ Informed Consent ▪ Record Keeping Standards: Progress Notes and Group Notes ▪ Goal Setting and Treatment Plans 	<ul style="list-style-type: none"> ▪ Drop Class if you do not have a practicum site
Sept 5	NO CLASS-Labor DAY	
Sep 12	<ul style="list-style-type: none"> ▪ Reflection team process ▪ Practice Live Supervision and Reflection Teams in Class ▪ Practice Session with only Empathy and Paraphrase ▪ Basic Case Conceptualization (Individual Counseling: Skills and Techniques): ▪ Bio-psychosocial case conceptualization 	<ul style="list-style-type: none"> ▪ Supervisor/Supervisee Agreement Due Withdraw recommendation for students without video recording scheduled Submit copy of completed treatment plan for review
Sept 19		Reflecting Teams
Sept 26		Team Meetings: Video 1 Due
Oct 3	Records Management in the School: <ul style="list-style-type: none"> ▪ HIPPA/FERPA ▪ Role Blending in Schools ▪ Ethical Issues 	Reflecting Teams Mid-Course Progress Report from XU Supervisor

Oct 10		Team Meetings: Video 2 Due
Oct 17		Reflecting Teams
Oct 24	Termination of Services	Team Meetings: Video 3 Due
Oct 31		Reflecting Teams
Nov 7		Team Meetings: Video 4 Due
Nov 14		Team Meetings: Video 5 Due
Nov 21	Planning for internship, Professional credentialing, including certification, licensure Working with Resistance	
Nov 28	Supervisor Evaluations: (Remote)	Evaluations
Dec 5	Supervisor Evaluations: (Remote)	Evaluations

Reflecting Team Scheduled Classes

7:00-8:00 Pre-session (Meet in Assigned Team Classroom)

8:00-9:00 Session

9:00-9:30 Post Session

Instructor Contact Information

Instructions for emergencies:

1. Avoid meeting with clients at odd or unusual hours, e.g., Saturday Evening after 6 p.m.
2. **Do not use e-mail to ask questions about clients!!!!**
3. Decide if you have a concern that must be answered immediately or one that may wait till class time.
4. Contact your primary supervisor. A primary supervisor is the supervisor that is presently reviewing your work.
5. If your primary supervisor is unavailable, contact Dr. Townsel or Professor Moore. Allow 1-2 hours for a return call.
6. If class professors are unavailable, call any supervisor until you reach someone who can respond to your emergency.
7. Err on the side of safety for your student/client.

COUNSELING PRACTICUM

Technical Considerations for Recording

All recordings must be digital video. Most students use their own camcorder or their laptop, both are acceptable.

The recorded sessions for Counseling Practicum may be conducted off site or in Hailstones Hall. Sign-up sheets for Practicum room reservations can be found on the doors to the practicum rooms in Hailstones.

The Counseling Program has 15 video cameras available for students to use at school or at practicum sites. If you are interested in reserving one, contact Diane St. Clair at Stclaird@xavier.edu

When beginning and ending the video, be sure to allow several seconds for the video to begin and end – there is often a time lag at these points.

Test to see that you are recording and the sound is good. Many good counseling sessions have been lost because the counselor *thought* a video was being made. The video must be audible to the supervisor. If it is not audible, you will be asked to record another session.

Do not place the camera on heaters, air conditioning units or in areas where it picks up loud distracting noises.

Place the recorder somewhere between you and your client. Proper placement is important so that both parties may be seen and heard.

Digital recording of sessions, along with many advantages for the student and the supervisor, requires additional consideration to ensure confidentiality for the client:

All videos need to be stored on an encrypted flash drive or stored on a protected file on your personal laptop. Once the digital recording is transferred to the flash drive, it must be deleted from the recording device.

After the session has been recorded, viewed and evaluated by the Xavier supervisor, the student will delete the session from the flash drive at the end of the semester.

University Supervisor-Supervisee Agreement
Xavier University
Practicum

This agreement serves as verification and a description of the university based counseling supervision provided by _____ (“University Supervisor”) to _____ (“Supervisee”), a Graduate Counseling Student enrolled in Practicum at Xavier University for the semester _____.

I. Purpose, Goals, and Objectives:

- a. Monitor and ensure welfare of clients seen by Supervisee
- b. Promote development of Supervisee’s professional counselor identity and competence
- c. Fulfill academic requirement for Supervisee’s practicum
- d. Fulfill requirements in preparation for Supervisee’s pursuit of counselor licensure

II. Context of Services:

- a. One (1.5) clock hour of individual or group supervision weekly. Exceptions to the one hour rule will be made by the Practicum Instructor.
- b. Individual supervision will be conducted on the campus of Xavier University. Phone or web based supervision will be utilized as needed.
- c. Cognitive–behavioral methods, interpersonal process recall, progress notes, and role plays will be used in supervision
- d. Regular review of written clinical documentation, counseling digital video and live-supervision in weekly individual supervision

III. Method of Evaluation:

- a. Feedback will be provided by the Supervisor during each individual or group session, and a formal evaluation, using the Practicum Supervisor or Supervisee Evaluation standard evaluation form will be conducted at the conclusion of the semester
- b. Specific feedback provided by Supervisor will focus on Supervisee’s demonstrated counseling skills and clinical documentation.
- c. Supervisee will evaluate Supervisor at the close of the semester, using the Department of Counseling standard evaluation form for evaluating supervisors.

IV. Duties and Responsibilities of Supervisor and Supervisee:

Supervisor

- a. Examine client presenting complaints and treatment plans
- b. Review videos of Supervisee’s counseling sessions both during and/or outside of regularly scheduled supervision sessions

- c. Sign off on all client documentation
- d. Challenge Supervisee to justify approach and techniques used
- e. Monitor Supervisee's basic attending skills
- f. Present and model appropriate directives
- g. Intervene when client welfare may be at risk
- h. Ensure American Counseling Association (ACA); American School Counseling Association (ASCA); and Ohio Counselor, Social Worker and Marriage and Family Therapist Board *Code of Ethics* are upheld.
- i. Supervisor will keep Instructor apprised of student progress and challenges throughout the semester

Supervisee:

- a. Uphold *ACA, ASCA and OCSWMFT Board Code of Ethics*
- b. Review counseling session videos in preparation for weekly supervision. Verify recording is clearly audible for both supervisee's voice and client's voice
- c. Complete all progress notes within 48 hours of session
- d. Be prepared to discuss all client cases—have client files, current and completed client case notes, and counseling session recordings ready to review in weekly supervision sessions
- e. Give supervisor chart to read and review notes. Supervisee may keep a copy of notes as needed to continue sessions.
- f. Justify client case conceptualizations made and approach and techniques used
- g. Consult with Supervisor or Practicum instructor in cases of emergency.
- h. Implement supervisory directives in subsequent sessions

C. Supervisee's Learning Objectives *(to be completed by Supervisee and reviewed by Supervisor):*

Obj. 1: _____
 Obj. 2: _____
 Obj. 3: _____

V. Procedural Considerations:

- a. Supervisee's written case notes and treatment plans and video recordings will be reviewed and evaluated within a week time frame between supervision sessions
- b. Issues related to Supervisee's professional development will be discussed

- c. Sessions will be used to discuss issues of conflict and failure of either party to abide by directives outlined in this agreement. If concerns of either party are not resolved in supervision, consult the Practicum instructor.

In event of emergency, Supervisee is to contact Supervisor at the office, () _____ or at home, () _____ or by cell phone, () _____.

VI. Supervisor's Competence:

___ PCC-S	___ PCC	___ PC	_____ MA in _____
___ Licensed School Counselor			_____ MS in _____
___ LSW or LISW			_____ M.Ed. in _____
___ LICDC or LCDC			_____

For PCC's and PC's: Scope of practice includes the diagnosis and treatment of mental and emotional disorders; supervision or supervision under supervision

For School Counselors: Scope of practice includes the provision of school counseling services as defined by Ohio Law and supervision of counselors in a school setting

VII. Terms of Agreement:

This agreement is subject to revision at any time, upon the request of either the Supervisor or Supervisee. Revisions will be made only with consent of Supervisee and approval of the Supervisor.

We agree, to the best of our ability, to uphold the directives specified in this supervision agreement and to conduct our professional behavior according to the ethical principles of our professional association.

_____ / _____ / _____		_____ / _____ / _____
Supervisor	<i>Date</i>	Supervisee
		<i>Date</i>

Department of Counseling
 Xavier University
 513-745-3267

This agreement is effective from _____ to _____.
(start date) *(finish date)*

(Date of revision or termination):

Required Clinical Documentation

Consent for Treatment

Informed consent is a basic client right. The clinical record must demonstrate that the client understands and voluntarily consents to counseling. All clients, or client's parents in the case of children, must sign a consent for treatment form and this must be maintained in the client record.

Progress Notes

Students are required to complete progress notes for one client who serves as their signature assignment starting from the first session and thereafter until termination. These progress notes serve two purposes. One is to monitor the client's well-being. The other is to serve as a log of the counselor/client interactions.

Progress notes are to be completed within 24 hours of service delivery and preferably the same day.

For school counselors, a progress note can be substituted with a contact record, if authorized by your Xavier supervisor. This is usually done when brief contact is made with a student. Consult with your Xavier supervisor.

Treatment Plan

The clinical record should demonstrate collaborative treatment planning and include a copy of a treatment plan that includes outcomes and process goals. It should be signed by the client, service provider and Xavier supervisor.

Self-Evaluation for Video Client

A self-evaluation should be completed for all sessions that are video recorded.

Termination Report

The termination report ends the legal liability that you, your practicum site and Xavier University hold for your client.



Department of Counseling

3800 Victory Parkway
Cincinnati, Ohio 45207-3226
Phone (513) 745-3655
Fax (513) 745-2920

Dear Client,

The following statement ensures your right to be informed of the credentials of your counselor, the supervisory relationship and the purpose of recording.

_____ is a Graduate Counseling Student under the supervision of Instructors in the Department of School and Community Counseling at Xavier University. The Graduate Counseling Student has received previous training in counseling and is authorized to counsel under the supervision of a Xavier University Counseling Program instructor. The Graduate Counseling Student can be reached at the following number in the event of an emergency _____. If you are currently receiving services from a psychiatrist, psychologist, counselor or social worker, please inform the Graduate Counseling Student so that she/he may obtain permission to meet with you at this time.

The purpose of supervision by Xavier Counseling Program Instructors is to achieve the best clinical care for clients. Xavier Counseling Program Instructors are required to supervise Graduate Counseling Students as part of their continuing education requirement in the field of counseling. Though all information communicated by you during your counseling is confidential, the Graduate Counseling Student is required by Ohio law to inform the Xavier instructor of the progress of counseling, which may include progress notes and test results. Laws concerning confidentiality apply to Xavier faculty as well as the Graduate Counseling Student. No one other than the Graduate Counseling Student and his/her supervisory group may have access to this information without your written consent, with the following exceptions: 1) where we determine that the client may be dangerous to self or others; 2) as otherwise required by law (e.g., court order, report of child or elder abuse).

The counseling sessions will be audiotaped/videotaped and said audio or video tapes may be used only for instructional purposes in order to enhance the services being provided to clients of the Graduate Counseling Program at Xavier University. Your signature signifies awareness of the electronic recording of the sessions and your permission to use these recordings for teaching purposes at Xavier. Your signature further signifies your awareness of the fact that if your audio tape or video tape is shown to your Counselor Trainee's supervisory group, confidentiality may not be assured. Your permission extends through the _____
_____20____ semester.

Sincerely,

Graduate Counseling Programs
Xavier University

Graduate Counseling Student

I have read and understand the contents of this letter.

Client Signature / Date

Parent/Guardian if Minor / Date

Session Note

Client Initials: _____ Date: _____ Counselor Name _____

Starting time: _____ Ending time: _____ Type of Service: (Group, Individual, Family)

Present at Session:

Treatment Goals Addressed in Session:

#	Treatment Goal

Description:

Open-Session Summary:

Intervention and Response:

Current Conceptualization:

Between Session Task:

Plan/Interventions Next Session:

_____ Date _____

_____ Date _____

Date Received _____

Self-Evaluation for Video Sessions

Counselor Name _____

Client Name _____

Date of Interview _____

Client Session Number _____

Things I did well in this interview include: (Give **specific** examples)

My plans to improve in the next session include: (Give **specific** examples)

Questions for my supervisor include:

S A M P L E

Self-Evaluation

(to be completed after every session with your “video” client)

Counselor Name Your Name

Client Initials T

Date of Interview _____

Client Session Number _____

Things I did well in this interview include: (Give **specific** examples)

I attempted to be supportive of the client and respond to his significant statements. I demonstrated interest in helping Tony and used humor to help him feel at ease during the session.

My plans to improve in the next session include: (Give **specific** examples)

After listening to the recording, I felt that I did not sufficiently explore why Tony had not shown his report card to his parents. Moreover, I felt that I left the entire interview too unstructured which allowed Tony the opportunity to avoid discussing this situation. At least twice I could have pursued this topic further in a non-threatening manner. For example, when Tony picked up his report card and started to talk about it rather than discuss the idea introduced by me, I let Tony avoid responding to the topic at hand. The second instance occurred when Tony switched to his father's school background. I made a brief attempt to re-direct him to the original topic, but again Tony avoided this.

In summary, while the interview gave Tony a chance to talk about some concerns, grades, and aspects of teacher behavior in the classroom; I felt that the interview did not achieve its stated purpose. This lack of success was directly related to my dependence upon closed questions rather than active listening skills.

I need to decrease the use of closed ended questions and increase active listening skills.

Questions for my supervisor include:

I am struggling with the difference between open ended and closed ended questions. It seems the client needs more direction from me. What is my role with this client when the parent are requesting particular results?

S A M P L E

Termination Report

Counselee: Tony
Counselor: Your Name

Termination Date: XX/XX/XX

SUMMARY OF COUNSELING

Tony completed six sessions of counseling with this counselor including one family consultation with Tony and his mother. Tony was originally referred to the counselor by his mother through the school principal. Initial concerns included the mother's report that Tony may have an eating disorder, that he may feel unwanted at home and that he is having difficulty in a few courses. Based on an initial assessment the following goals were established for counseling with Tony: (1) Assist Tony in developing a method to discuss his grades with his parents (2) Assess progress in academic performance following a 3 week tutoring period (3) Provide a forum for Tony to talk about any concerns that may be impacting his school performance.

COUNSELOR IMPRESSIONS

Tony is a 14 year old second semester 9th grader exhibiting symptoms of a mild depression and a moderate anxiety disorder. The mother's concern that Tony has an eating disorder may need further consideration by a physician. He reports a decreased appetite and may not be eating appropriate foods. Tony experiences periods of restlessness during the day both at home and school. He finds that he becomes easily fatigued and has difficulty concentrating in classes. Finally, he reports periods of irritability inconsistent with behavior prior to this year. For example, Tony tore up his report card when he saw a grade less than a B, he destroyed model cars that he built in the past year and frequently locked himself in his room. Although many of the symptoms described are not atypical for a 14 year old male, the symptoms are less characteristic of Tony and have persisted for the last six months. In addition, Tony indicates he wishes that he felt more motivated to complete his school work and enjoy the companionship of friends and family. He does report he feels loved by his parents, however, he does not believe his father understands him.

PROGRESS TOWARD GOALS

Tony became more at ease discussing his concerns with this counselor by the 3rd session. The following progress was achieved toward specific goals: (1) The counselor met with Tony and his mother for a family consultation. Tony agreed to allow his parents to open his grade report at the end of this semester. His mother agreed to talk with Tony about his grades and stated she and his father would not belittle him, rather try to understand what he needs to do to improve. (2) Tony remains on track with tutoring sessions for courses where he has experienced the most difficulty. (3) Tony disclosed he has a poor self-image, coupled with feelings of anxiety about dating girls and developing friendships with the same sex. He admitted there is some pressure from his father to be more masculine and athletic although Tony reports his father is very overweight and lacks self-control with his diet. Tony wants to be more physically active and attractive to the opposite sex. Tony has made plans to consult with an athletic trainer who is a friend of his older brother.

REASON FOR TERMINATION AND REFERRALS

This school counselor agreed to meet with Tony for six 30 minute sessions and offer a referral for further counseling if necessary. The student's mother has made arrangements for Tony to meet with a private practice counselor and his family physician to further assess a possible depressive and/or anxiety disorder, and rule out any type of eating disorder. The school counselor will be available for consultation with the clinical counselor and brief appointments related to Tony's progress in classes.

PROGNOSIS

Tony's decline in academic performance is most likely influenced by social and developmental concerns, mild pressure in his home environment and possible developmental depression and anxiety. Continued counseling and medical intervention will be helpful in alleviating symptoms that may inhibit academic and social performance at school. The prognosis for Tony is good with continued use of family and social service support systems.

Counselor Signature and Credentials

Date

Supervisor Signature and Credentials

Date

Assessment of Performance

Written assessment of student performance in Practicum is recorded on the following forms in Tevera:

1. CCS-R Supervisee Evaluation Form
2. CCS-R Site Supervisor Evaluation Form
3. CCS-R Xavier Faculty Evaluation Form



XAVIER
UNIVERSITY

Department of Counseling

3800 Victory Parkway

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Internship at a Glance: Checklist

Note: Start this process the semester before beginning your Internship experience.

- ✓ Successful completion of COUN 773
- ✓ Intent Forms can be found in the back of this handbook
- ✓ Complete Intent Form and return to Dr. Townsel
- ✓ Confirm Placement
- ✓ Complete initial paperwork in Tevera
- ✓ Attend Internship Seminar Class
- ✓ Progress will be monitored through your attendance at regularly scheduled on-campus meetings

Dr. Norm Townsel
Clinical Coordinator
Department of Counseling
Phone: (513) 745-3267